Texas

Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated)
Phasing in End-of-Course (EOC) Assessments

Part I: Policy Trends

Type of test	The Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) are criterion-referenced, standards-based exams. TAKS (Accommodated) is provided for students with disabilities who meet the eligibility requirements for certain accommodations.
Purpose	The purpose of the test is to: • Meet a state mandate • Provide schools with student academic diagnostic information • Determine prospective high school graduates' mastery of the state curriculum • Encourage districts and schools to identify and serve students at risk of academic failure • Promote equity of opportunity across all student groups, including English language learners (ELLs) and students served by special education • Determine prospective high school graduates' knowledge and skill levels in English and mathematics relative to those needed for postsecondary education • Provide data to state policymakers on student attainment of state education goals to inform education policy decisions
Status of the state's decision regarding the Common Core State Standards and impact of that decision on exit exam policies	The state has opted *not* to adopt either set of Common Core State Standards.
Test used by colleges or universities for undergraduate admission?	No
Year first administered	TAKS was administered for the first time in spring 2003, when it replaced the Texas Assessment of Academic Skills, which had served as the state assessment since 1990. The Texas Assessment of Knowledge and Skills–Inclusive

	(TAKS–I) was first administered in 2006. TAKS–I was replaced by TAKS (Accommodated), which was administered for the first time in spring 2008.
Year diplomas first withheld	In spring 2005 the state began withholding diplomas for students who had not passed the TAKS.
Subjects tested	English language arts (an integrated reading/writing test), mathematics, science, and social studies
Types of questions	Multiple-choice, constructed-response, extended-response
Grade first administered	11th
Grade(s) exam aligned to	Varies. TAKS measures content from various high school courses, including Algebra I, geometry, biology, integrated physics and chemistry, U.S. history, world history, world geography, and English III.
Number of retakes allowed before end of grade 12	Four
Retakes after grade 12	Students who meet all graduation requirements except passing TAKS may continue to retake the tests after 12th grade without limits on age or number of retakes.
Does the state have reciprocity with other states?	In 1997 the 75th Texas Legislature enacted House Bill 25, which established reciprocity with other states. The commissioner of education has implemented rules that allow students who transfer from another state after January 1 of the year in which they expected to graduate to substitute alternate exit level assessments for the TAKS. The only alternate assessments approved for this purpose are the SAT verbal and mathematics tests and the ACT English and mathematics tests. These tests may be substituted for the respective TAKS sections, but eligible students must still pass the exit level science and social studies TAKS to satisfy graduation testing requirements. In 2009, the 81st Texas Legislature enacted Senate Bill 90, which made Texas a member of the Interstate Compact on Educational Opportunity for Military Children. Under the compact, the state of Texas is required to facilitate the on-time graduation of children of military families who transfer into the state. For students under the compact who are seeking a Texas high school diploma, Texas is required to accept exit or

	end-of-course exams required for graduation from the sending state if they correspond to the subjects assessed at exit level under the TAKS program. In other cases, Texas school districts are required to work with school districts in the sending state to ensure the receipt of a diploma from the sending state. Alternate assessments also are available through which students under the compact may demonstrate a level of performance equivalent to meeting the passing standard on the exit level TAKS.
Exit exam used for No Child Left Behind?	No. Grade 10 assessments in mathematics and English language arts, rather than the exit level (grade 11) assessments, are used to fulfill NCLB high school testing requirements.
Same cut score for graduation and NCLB?	Not applicable, since the grade 10 assessment is used instead of the exit level (grade 11) assessment.
Evaluations of the state exit exam	Achieve Inc. conducted an evaluation of the Texas assessment program in 2002. The report can be found at http://www.achieve.org/files/TestGraduation-FinalReport.pdf In March 2006, Dr. Norman Webb of the Wisconsin Center for Education Research conducted an independent study to determine the strength of the alignment between the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and TAKS. The report can be found at http://www.tea.state.tx.us/student.assessment/resources/techdig06/TechDigest-A14.pdf
State test contractor	Pearson is the test contractor for both the TAKS and new end-of-course assessment programs.
Does the state provide students with alternate paths to graduation?	No alternate paths to graduation currently exist for students in general education programs.
Alternate paths to graduation specifically for English language learners	No. English language learners are not eligible for an exemption from exit level testing. Like other Texas public school students, they must perform satisfactorily on all four exit level tests to meet graduation requirements. Although exemptions are not permitted, the language proficiency assessment committee may postpone the initial exit level administration of the test for ELL students who first enrolled in a U.S. school no more than 12 months before. This deferral is called a one-time ELL postponement.

	There are no accommodations specific to English language learners taking the exit-level TAKS tests; however, accommodations that are based on individual students' special needs are available to all students if they meet eligibility criteria.
Alternate paths to graduation specifically for students with disabilities	Yes. Individualized education program (IEP) teams determine testing requirements for graduation for students receiving special education services. If these students want to graduate under the recommended or distinguished high school plan, they must pass all TAKS or TAKS (Accommodated) subject-area tests. If a student's admission, review, and dismissal (ARD) committee determines that passing the exit level TAKS (Accommodated) is an inappropriate requirement for graduation, the student must graduate under the minimum high school plan. Other students with disabilities may be tested using an alternate assessment if their ARD committee determines that neither TAKS nor TAKS (Accommodated) is an appropriate measure of their instruction in the Texas Essential Knowledge and Skills (TEKS) curriculum. Two alternate tests are currently available to these students: TAKS–Modified (TAKS–M), which is based on modified academic achievement standards, and TAKS–Alternate (TAKS–Alt), which is based on alternate academic achievement standards and designed for students with significant cognitive disabilities. TAKS-M was field tested in spring 2008 and became an 11th-grade operational test in spring 2009. TAKS–Alt was field-tested in spring 2007 and was used for the first time in spring 2008 to assess 11th graders with significant cognitive disabilities. More information is available at http://www.tea.state.tx.us/special.ed/guidance/graduation.html If students with disabilities want to graduate under the recommended or distinguished high school plan, they must take the TAKS or TAKS (Accommodated) exit level tests until they pass all sections. More information about allowable accommodations is available at http://ritter.tea.state.tx.us/student.assessment/admin/AccommManual_2008_09.pdf

	In spring 2009, 14,709 students tested with TAKS-M in at least one subject. This represents 48.9% of students receiving special education services in Texas. In spring 2009, 2,154 students tested with TAKS-Alt in at least one subject. This represents 7.2% of students receiving special education services in Texas. In spring 2010, 14,858 students tested with TAKS-M in at least one subject. This represents 48.7% of students receiving special education services in Texas. In spring 2010, 2,324 students tested with TAKS-Alt in at least one subject. This represents 7.6% of students receiving special education services in Texas.
Who makes decisions on whether a student is eligible to use alternate paths?	The only students who may use an alternate path for graduation are those served by special education. See above for more detailed information about the use of an alternate path. In addition, flowcharts about the impact of assessment decisions both on the various high school plans and on graduation can be found at the following link: http://www.tea.state.tx.us/index3.aspx?id=3697&menu_id3=793
How are students identified as eligible for alternate paths to graduate?	The student's admission, review, and dismissal committee determines whether it is appropriate for the student to be required to meet the state testing requirement for graduation. If the committee determines that the testing requirement is inappropriate, the student can use an alternate path to graduation. There is no appeals process.
When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?	Yes. A student receiving special education services who graduates from high school receives a regular high school diploma. See http://ritter.tea.state.tx.us/special.ed/guidance/graduation.html. All regular high school diploma recipients are counted as graduates in the graduation rate.
How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?	None

Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam	The state offers technical assistance to help: • Teachers administer the exam, which includes specialist(s) in the state education agency, field-based specialists, and training-of-trainers workshops; • All teachers prepare students for the exam, which includes specialist(s) in the state education agency, field-based specialists, and training-of-trainers workshops; • Teachers become more proficient in their content area, which includes specialist(s) in the state education agency, field-based specialists, training-of-trainers workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance; • Schools identify and target students for assistance, which includes specialist(s) in the state education agency, field-based specialists, training-of-trainers workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance; • Schools implement comprehensive school reform, which includes specialist(s) in the state education agency, field-based specialists, and grants to districts; • Districts improve formative uses of assessment, which includes field-based specialists; • Districts improve professional development for teachers, which includes specialist(s) in the state education agency, field-based specialists, and training-of-trainers workshops; • All districts improve the instructional leadership provided by administrators, which includes field-based specialists. The state also provides the following: • Funding for programs specifically designed to increase initial pass rates • Test items from prior years • Exam preparation materials, such as TAKS study guides and information booklets, for students and teachers
Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam	The state provides targeted remediation programs for students.

Does the state provide funding for remediation?	Yes. Through the state-funded portion of the Texas High School Project, the state provides grant funding to certain districts with high school campuses that have high percentages of students who have not passed all sections of the exit level exam.
Are districts mandated by law to provide remediation?	Yes. By law each district must offer intensive instructional intervention to students who do not meet the standard on the assessment.
Are students required to participate in remediation?	Currently students are not required by law to participate in remediation.

Part II: Student Performance

Initial pass rates, 2008-09

Percentage of Students Passing on the First Try in 11th grade, 2008-09					
Student Group	**English Language Arts**	**Math**	**Science**	**Social Studies**	**All Subject Areas**
All students	92%	81%	85%	97%	75%
White	97%	89%	94%	99%	86%
African American	89%	69%	76%	95%	61%
Latino	89%	75%	78%	95%	67%
Asian	95%	94%	93%	98%	89%
Native American	95%	82%	88%	98%	77%
English language learners	49%	47%	45%	79%	26%
Students with disabilities	60%	35%	47%	82%	30%
Free or reduced-price lunch eligible	88%	73%	77%	95%	64%
Migrant	84%	68%	70%	91%	58%
Passing score (scale of 1359-3209 for ELA, 1309-2814 for math, 1395-2754 for science, and 1438-2752 for social studies)	**2100**	**2100**	**2100**	**2100**	

Note: Data were retrieved from state department of education Web site at http://www.tea.state.tx.us/index3.aspx?id=4114&menu_id=793 on July 12, 2010.

Denominator used when calculating these rates: Number of students tested during primary administration

Initial pass rates, 2009-10

Percentage of Students Passing on the First Try in 11th grade, 2009-10					
Student Group	**English Language Arts**	**Math**	**Science**	**Social Studies**	**All Subject Areas**
All students	93%	89%	91%	98%	82%
White	97%	94%	97%	99%	91%
African American	91%	81%	86%	97%	73%
Latino	90%	85%	87%	97%	76%
Asian	96%	96%	96%	99%	92%
Native American	93%	89%	93%	99%	84%
English language learners	53%	61%	58%	86%	34%
Students with disabilities	64%	51%	62%	86%	41%
Reduced-price lunch eligible	89%	84%	86%	96%	74%
Migrant	85%	79%	80%	94%	66%
Passing score (scale of 1359-3209 for ELA, 1309-2814 for math, 1395-2754 for science, and 1438-2752 for social studies)	**2100**	**2100**	**2100**	**2100**	

Note: Data were retrieved from state department of education Web site at http://www.tea.state.tx.us/index3.aspx?id=4114&menu_id=793 on July 12, 2010.

Denominator used when calculating these rates: Number of students tested during primary administration

Cumulative pass rates, 2008-09

Percentage of Students Passing by the End of 12th Grade, 2008-09					
Student Group	**English Language Arts**	**Math**	**Science**	**Social Studies**	**All Subject Areas**
All students	96%	89%	91%	97%	86%
White	98%	94%	96%	99%	93%
African American	93%	81%	85%	95%	77%
Latino	94%	86%	88%	96%	82%
Asian	98%	97%	97%	99%	95%
Native American	96%	88%	92%	98%	86%
English language learners	68%	65%	64%	84%	50%
Students with disabilities	68%	43%	52%	79%	39%
Reduced-price lunch eligible	93%	84%	86%	95%	79%
Migrant	90%	82%	82%	94%	74%

Note: Data were retrieved from state department of education Web site at http://www.tea.state.tx.us/index3.aspx?id=4114&menu_id=793 on July 12, 2010.

Denominator used when calculating these rates: Number of students tested in April 2008 primary administration

plus students in same cohort tested in exit level retests through April 2009

Cumulative pass rates, 2009-10

Percentage of Students Passing by the End of 12th Grade, 2009-10					
Student Group	**English Language Arts**	**Math**	**Science**	**Social Studies**	**All Subject Areas**
All students	97%	92%	94%	98%	90%
White	99%	96%	98%	99%	95%
African American	95%	86%	90%	97%	83%
Latino	95%	90%	92%	98%	86%
Asian	98%	98%	98%	99%	96%
Native American	98%	93%	96%	99%	90%
English language learners	73%	72%	72%	90%	57%
Students with disabilities	75%	52%	64%	87%	49%
Reduced-price lunch eligible	94%	88%	91%	97%	84%
Migrant	92%	85%	87%	96%	80%

Note: Data were retrieved from state department of education Web site at http://www.tea.state.tx.us/index3.aspx?id=4114&menu_id=793 on July 12, 2010.

Denominator used when calculating these rates: Number of students tested in April 2009 primary administration plus students in same cohort tested in exit level retests through April 2010

State Graduation Rates		
Student Group	**2008-09**	**2009-10**
All students	80.6%	Available August 2011
White	89.7%	Available August 2011
African American	73.8%	Available August 2011
Latino	73.5%	Available August 2011
Asian	92.4%	Available August 2011
Native American	80.3%	Available August 2011
English language learners	49.2%	Available August 2011
Migrant	69.3%	Available August 2011
Students with disabilities	71.8%	Available August 2011
Free or reduced-price lunch eligible	78.3%	Available August 2011

Note: Data provided by the state department of education.

Current state graduation rate calculation formula for AYP purposes.

Texas uses the Leaver Rate.